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ABSTRACT

The purpose of this manual is to provide guidance in designing and implementing law-related education (LRE) awareness and staff development sessions for the Law Related Education National Training and Dissemination Program. It assists in explaining the rationale and essential characteristics of LRE and guides the user in discussing the benefits of LRE, including its potential for reducing delinquent behavior. The manual contains three sections. The first section defines LRE and explains that the six features required for an effective LRE program are: (1) classroom use of outside resource persons, (2) sufficient quantity and quality of instruction, (3) judicious selection of illustrative case materials, (4) teaching strategies that foster interaction among students, (5) involvement of school administrators, and (6) availability and use by teachers of professional peer support. The second section on planning an LRE awareness program, discusses the need to identify the needs of the audience, set goals for the program, design an agenda, include community resources, and evaluate the session. The third section, on conducting the awareness session, provides guidelines on such matters as arranging the environment, materials displays, gauging the audience, and teaching and discussion about controversial issues, thus making the LRE sessions relevant to all participants. The appendices include materials for producing overhead transparencies, three possible LRE program agendas, planning and evaluation guidelines, three classroom activities, suggestions for handling controversial issues, and an ERIC Digest on LRE. (PPB)

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DEVELOPING LAW-RELATED EDUCATION

Awareness Manual

SO020294

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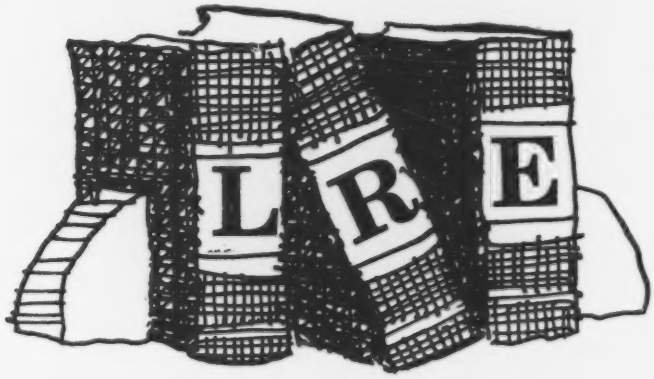

National Training and Dissemination Program

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Developing
Law-Related Education

Awareness Manual

to assist in developing awareness among
teachers and resource persons

Published by

**The Coordinating Committee of the LRE
National Training and Dissemination Program**

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Introduction

The National Training and Dissemination Program

The Law-Related Education National Training and Dissemination Program (NTDP) is funded by the United States Office of Juvenile Justice and Delinquency Prevention (OJJDP). The program is carried out by the five national organizations which include the American Bar Association, the Center for Civic Education, the Constitutional Rights Foundation, the National Institute for Citizen Education in the Law, and Phi Alpha Delta Public Service Center. These organizations conduct the program in cooperation with the participating states. (Transparency masters (TMs) 1A and 1B, "How is OJJDP's LRE Project Organized?" Appendix A, pp. 21-22, will help in explaining the organization of the NTDP to an audience.)

During 1981-1983, OJJDP sponsored a research and development program that tested (1) the delinquency prevention potential of law-related education (LRE) curriculum materials, and (2) effective approaches to institutionalizing LRE in the nation's schools. The program examined the impact on students of the curricular materials developed by the Center for Civic Education/Law in a Free Society, the Constitutional Rights Foundation, and the National Institute for Citizen Education in the Law. Findings from the research showed that LRE, when properly implemented, can reduce delinquent behavior.

In 1983, OJJDP began the National Training and Dissemination Program. The overall goal of the NTDP is to institutionalize high quality, delinquency prevention LRE in public and private schools, K-12, throughout the nation. The national organizations in the NTDP promote LRE programs in the participating states by working with state LRE leaders to gain the support of significant groups and individuals from the education, justice, and civic communities. Specific strategies include providing LRE awareness training for school administrators, curriculum specialists, teachers, and community resource persons; implementing local and state-wide staff development programs; and national leadership training.

The role of the National Training Seminar

Since 1987, the NTDP has conducted the annual National Training Seminar in Washington, D.C. At the conference, participants receive detailed training in the programs conducted by each of the five national organizations. This training prepares participants to provide effective LRE awareness and staff development sessions for colleagues in their state and local school districts. The National Training Seminar greatly increases the capacity of the participating states to disseminate and institutionalize law-related education locally.

Purpose and organization of the manual

The purpose of this manual is to provide guidance in designing and implementing law-related education awareness and staff development sessions for the Law-Related Education National Training and Dissemination Program. It will assist in explaining the rationale and/or essential characteristics of law-related education and will guide the user in discussing the benefits of law-related education, including its potential for reducing delinquent behavior. The guidelines offered in this manual establish some minimum standards necessary for good teacher in-service awareness as part of the National Training and Dissemination Program. There are many other ideas that can be used to enrich the presentation.

The Program encourages longer intensive training prior to curriculum implementation of law-related education programs. Teacher training is considered an important responsibility of the National Training and Dissemination program. The purpose of this manual is to provide guidelines for generic law-related education presentations which may lead to teacher training opportunities.

This manual consists of three sections. The first section, **Defining law-related education**, includes a definition of LRE and discusses the six characteristics of effective law-related education programs found in the 1983 OJJDP study. It also provides a rationale for why LRE should be a part of every student's instruction and discusses methods for integrating LRE with the existing curriculum.

The second section, **Planning an LRE awareness program**, discusses the difference between awareness sessions and staff development and offers suggestions for planning sessions. It also discusses the importance of assessing audience, setting goals for the session, designing the agenda, and using community resource persons in the training.

The third section, **Conducting an awareness session**, offers suggestions for conducting sessions. It discusses important considerations in arranging for training, and it outlines steps to follow in structuring demonstration lessons, including teaching about controversial issues. Tips for setting up a materials display are also included.

The appendices to the manual provide materials that will facilitate preparing the sessions. For example, a set of transparency masters outlines a definition of LRE, the essential characteristics of effective programs, and objectives that might be used in preparing your sessions. Three demonstration lessons are included, along with a number of other useful materials for the trainer.

Defining law-related education

One of the principal tasks of a NTDP trainer is to describe law-related education to teachers, administrators, and community resource persons. The discussion in this section will help the trainer explain the nature and goals of law-related education, the essential characteristics of LRE programs that prevent delinquency, and how LRE fits into the curriculum in grades K-12. The following TMs in Appendix A, pp. 23-26, can assist in explaining these ideas to the audience: TM 2, "What Is Law-Related Education?"; TM 3, "Why Is LRE Important?"; TM 4, "Six Characteristics of Effective LRE Programs"; and, TM 5, "How Does LRE Get into Schools?"

What is law-related education?

Education for citizenship in a constitutional democracy is the main purpose of LRE in elementary and secondary schools. Given the fundamental place of law in American society, every citizen needs to know how the legal and political systems function, how the law affects them, and how they can affect it. LRE is the practical application of law to daily living; it is not specialized legal education. It is intended to develop an understanding of the values and principles on which the legal system is based.

In 1978, major leaders in LRE described for a federal government report what law-related education means: "those organized learning experiences that provide students . . . the knowledge and understanding, skills, attitudes, and appreciations necessary to respond effectively to the law and legal issues in our complex and changing society."[1]

Why should law-related education be included in the curriculum?

Reasons for including LRE in the curriculum include (1) the development of knowledge, (2) the development of critical thinking and participation skills needed for citizenship, (3) the development of positive attitudes, and (4) the prevention of delinquency.

1. **Development of knowledge.** Attaining knowledge of law-related concepts and facts is necessary for an understanding of our history, government, and economics. Sources of law, functions of law, legal processes, legal roles, and legal principles (e.g., justice, equality, authority, freedom, order, etc.) are essential elements of the social studies curriculum. Thus, LRE is a necessary component of a sound social studies curriculum. LRE clearly and indisputably increases student's knowledge of government, the judicial system, and the rights and responsibilities of citizenship in a constitutional democracy.

2. **Development of critical thinking and participation skills.** Law-related education contributes to the acquisition of critical thinking skills. These are skills which demand the careful analysis of statements and positions; they are questioning strategies that must be developed in order to participate responsibly and effectively in our democratic system of government. LRE helps students develop an objective, constructive, and questioning attitude toward the information they receive regarding public and private issues. There also is evidence that LRE contributes to the development of skills in civic participation and decision making. Because students actively participate in law-related instruction, they learn to examine issues, communicate ideas clearly and succinctly, conduct discussions, and value the viewpoints of others. They learn to make individual and group decisions and to evaluate those decisions in the light of other important social and political values and interests.

3. **Development of positive attitudes.** Positive attitudes about the law, our system of justice, and responsible citizenship may be enhanced through LRE programs. The content of LRE programs is directly related to the lives of students. The variety of interactive methods of instruction (e.g., small group work, mock trials, simulations, case studies) involve students positively in the learning process. Law-related educators frequently report that students seem to "value LRE classes as relevant, useful, and interesting; that the classroom interaction is rewarding—offering students who had difficulties mastering the subject matter of other courses opportunities to participate successfully."[2] Heightened interest and positive attitudes of students in LRE programs may transfer to other courses in the social studies.

4. **Prevention of delinquency.** A study conducted by the Social Science Education Consortium and the Center for Action Research indicated that LRE programs, when properly conducted, can reduce tendencies toward delinquent behavior and improve a range of attitudes related to responsible citizenship.[3] The research indicated that successful students in LRE programs are less likely to associate with delinquent peers, use violence as a means of resolving conflict, and refrain from reporting criminal behavior to authorities.

What makes an effective LRE program?

Although research findings support the proposition that LRE reduces delinquent behavior, they indicate as well that when law-related instruction does not incorporate several critical features, there may be no measurable effect or even a worsening of students' behavior. This can occur even in classes where students show gains in their knowledge about the law. It is only when certain features—(1) classroom use of outside resource persons, (2) sufficient quantity and quality of instruction, (3) judicious selection of illustrative case materials, (4) teaching strategies that foster true student interaction, (5) involvement of important school

administrators, and (6) availability and use by teachers of professional peer support—are incorporated into law-related education programs that we find positive improvements in behavior and attitudes. LRE programs that work and last are distinguished by these six characteristics.

1. **Classroom use of outside resource persons.** Interaction with a variety of adults who work within our legal system adds credibility and reality to the curriculum. It is also a powerful influence on the development of positive student attitudes toward the law because it provides good role models. Appropriate use of resource persons in the classroom (e.g., lawyers, judges, police officers, legislators) is strongly associated with increased student interest in LRE, positive responses to teachers and the school, and shifts from delinquent to nondelinquent peer associations. Of course, these adult role models should themselves exhibit the desirable behaviors sought in students. The resource persons should also receive advance preparation that will enable them to make contributions to the classroom that are consistent with the objectives of LRE.

2. **Sufficient quantity and quality of instruction.** Special LRE events are useful as "hooks" for further study, but in order to be effective, students must have on-going experiences in the classroom which provide good instructional practices. A substantial amount of time should be spent on law-related instruction. Research findings suggest that while weekly or biweekly instruction may increase knowledge, it will not change other behaviors. At a minimum, there must be at least a semester of instruction or careful integration of LRE content and strategies into year-long courses.

   Three aspects related to quality of instruction appear to correlate well with student attachment to teachers and the school, commitment, improvement in behavior, and increases in knowledge. These are: (1) checking for practice and understanding, (2) stating objectives and establishing a mental set, and (3) providing appropriate depth and density of coverage. Opportunities for applying knowledge and skills should also be incorporated into every lesson.

3. **Judicious selection of illustrative case materials.** Discussion of the controversies which confront our society is an essential feature of LRE programs. A realistic and fair treatment of the issues is an essential component of effective law-related education. The primary purpose of providing students a balanced view of the judicial system is to foster a belief that laws are necessary and important for maintaining an orderly and predictable society. Our legal system should not be presented as flawless or infallible; otherwise, students will doubt the credibility of the teacher and the practicality of the course. By contrast, if only cases in which the system has failed are presented, students will be less likely to view the law as a positive tool for maintaining social order and justice. A balance should be sought between respect for the law and constructive criticism about its application in specific cases.

4. **Teaching strategies that foster true interaction among students.** Teaching strategies that foster interactive and cooperative learning among students are keys to the development of civic participation skills and positive attitudes about LRE and responsible citizenship.[4] Notable examples of these teaching strategies include: small group work, simulations, role-play activities, moot courts and mock trials, and legislative hearings. These instructional methods are conducive to structuring group tasks and reward interdependence. Another ideal opportunity for fostering student interaction occurs when dealing with controversial issues. Controversial issues by their very nature foster discussion. At least two points of view exist. The trainer needs to promote an explanation of the variety of views and the reasoning which supports them. These teaching strategies, when combined with the classroom use of community resource people, also provide opportunities for students to interact with adult role models.

5. **Involvement of important school administrators.** A key to successful implementation of LRE in the schools is strong support by the administration, especially the school principal. The research suggests that the most effective LRE classes are located in schools where building administrators actively participate in providing classroom resources, facilitating field trips, and dealing with concerns about LRE classes voiced by other teachers or members of the community. Administrators are also important in reducing the gap that can exist between school governance policies and the ideas about justice and procedural due process that may be generated in the LRE class. Supportive administrators can further aid LRE by organizing opportunities for peer support, rewarding teachers for outstanding work, helping teachers explain and justify the LRE program to people in the outside community, and providing opportunities for staff development in the knowledge and skills needed to carry out LRE programs. It is difficult to establish a worthwhile LRE program in the face of indifference or opposition by important school administrators.

6. **Availability and use by teachers of professional peer support.** The effectiveness of LRE programs depends upon the knowledge and skill of teachers. In addition, positive attitudes about LRE on the part of teachers and their colleagues are very important to successful implementation of LRE in a school. Development of the necessary knowledge, skills, and attitudes among teachers can be achieved through systematic and extensive staff development activities.

   The research suggests that teachers who are called upon to be innovative in the midst of others pursuing a more conventional course are likely to require uncommon levels of support from their peers. This support can be developed by providing training to teams of teachers from the same school building. When more than one teacher in the same school building is trained, opportunities arise for joint lesson planning, cooperative use of visits from resource persons and trips off school grounds, and more

support for LRE from other teachers and administrators. In addition, the team gives the program more stability; the departure of one teacher via transfer or retirement does not leave a school without a trained LRE instructor.

How does law-related instruction fit into the curriculum?

There are three obvious approaches to inclusion of LRE in the curriculum:

- use of special events about the law
- a special unit or course on LRE
- infusion of LRE into various standard courses[5]

Special events, such as Law Day, annually provide opportunities to draw attention to LRE and to provide special programs. Teachers might invite lawyers to participate in classroom or school-wide activities. Other special events include mock trial competitions, field trips to courtrooms, and essay contests.

A separate unit or course on LRE is often included in the secondary school curriculum. Separate units typically appear in government and civics courses. Law and citizenship courses are also offered as electives in many schools. In some schools, there is a required LRE course. In elementary schools, separate units on law are found at various levels in the social studies curriculum. These units typically include case studies, simulations such as mock trials, and field trips to courts or criminal justice settings.

The infusion of LRE lessons into standard courses in the social studies is another method of integrating LRE with the existing curriculum. Courses in civics, American history, world history, and government are the most likely subjects for infusion of significant content about the law. For example, when American history students study about the Bill of Rights or the Fourteenth Amendment, illustrative cases may be infused to develop deeper understanding and application of LRE concepts.

It appears that a semester or year-long course on LRE makes a positive difference in knowledge, skills, and attitudes. However, some law-related educators believe that the preferred approach is systematic infusion; they contend that a carefully integrated strand of LRE throughout the elementary and secondary curriculum will yield the best results in terms of the quantity and quality of instruction.

How extensive is the use of law-related education?

Law-related education in elementary and secondary schools has grown remarkably since the 1970s. A nation-wide curriculum survey reveals that, since 1975, LRE has been added to the curriculum in more than half of the forty-six states involved in the study.[6] Respondents in the study (state-level curriculum specialists and supervisors) mentioned LRE more frequently than any other curriculum theme as new to the social studies program since 1975. They also ranked LRE fourth as a priority in social studies education; it ranked eleventh in 1975.

Planning an LRE awareness program

This section covers some important considerations in designing an NTDP awareness session. Some of the suggestions discussed are unique to LRE, but most simply reflect the good planning needed for successful staff development. An awareness planning checklist can be found in Appendix B, p. 28.

Arranging awareness sessions

National Training and Dissemination Program trainers are strongly encouraged to coordinate the planning of sessions with their state LRE coordinator. The LRE coordinator is responsible for the organizational details of the state's training effort and usually recruits participants, arranges the site, and determines the agenda. This will be the case when the awareness session is part of a LRE public/private partnership conferences.

There are occasions, however, when it will be necessary and desirable for the trainer to present a session independently of the state coordinator. A good place to start may be at the local school. Staff development or teacher in-service days provide convenient avenues for awareness sessions. School district meetings also provide an opportunity to develop LRE awareness. Other avenues include local and regional professional conferences given by such groups as the local council for the social studies, local organization of elementary and secondary school principals, or the local bar association.

To arrange awareness sessions, contact the building principal, the district social studies specialist, the specialist for staff development, the district superintendent, etc. To work with local professional organizations, obtain the name and address of conference chairs, conference dates, and deadlines for session proposals. Planning for regional and state conferences is done six months to a year in advance. Section proposals for spring conferences are usually due in October, while fall conference proposals are typically due in March. Proposals should provide a fairly detailed outline of what the trainer and the participants will do during the session. Proposals should also relate the content of the session to the theme of the conference.

Getting an audience

There are a variety of ways to generate initial interest in attending an awareness session. Traditional methods include distributing flyers, speaking at faculty meetings, and talking to building principals and district administrators. Some trainers rely on their network of colleagues within a school district or make phone calls to potentially interested teachers, administrators, lawyers, judges, police officers, and juvenile justice personnel.

The recruitment campaign may target a perceived need in the school or community and capitalize on how law-related education can address that need. For example, administrators may be interested in improving the behavior and attitudes of students; the approach to administrators, then, can target this interest. Teachers are generally interested in a range of issues such as motivating students, instructional methodology, skills development, and teaching content. Community resources also can be motivated by a range of issues including citizenship education, keeping kids out of trouble with the law, and career awareness. An appeal to the concerns and needs of potential participants is generally an effective method for interesting people in LRE.

Make sure to discuss awareness plans with the state coordinator and the National project working closely with your state.

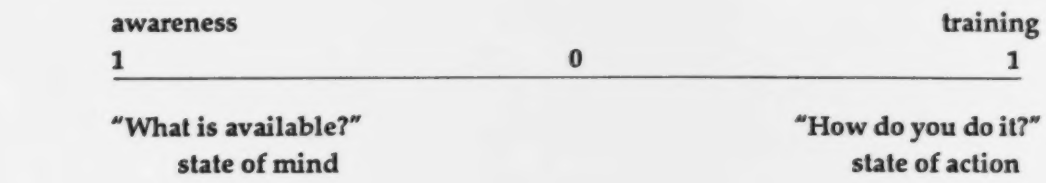
Identifying the needs of an audience

The more a trainer knows about an audience the better. Identifying the motivations, needs, and interests of participants is an important first step in planning a session.

Audiences vary depending on the type of session being planned. Two types of sessions are common in the NTDP—awareness and training. The purpose of awareness sessions is to develop general knowledge and enthusiasm for LRE. Participants learn what LRE is and why it is important. The audience generally includes administrators and curriculum supervisors, teachers, and community resource persons. Each participant is important in deciding whether a school adopts LRE. At the awareness stage, participants are attracted to a session because the topic is of some interest to them.

In contrast to awareness, training sessions are designed on the assumption that the participants already know something about LRE. The mind-set of the participants has moved from "what is LRE?" to "how do I implement some of these ideas?" Training increases the participants' knowledge about the law and legal issues, and it develops their skills to implement LRE instructional strategies.

In considering the range of training opportunities available to a trainer, one may think of training as a continuum. The opposite poles on this continuum range from awareness for newcomers to training for experienced practitioners of LRE. All participants will fall somewhere on this line.



In assessing the needs of the audience, the trainer and the state coordinator should review the potential participant list together. They should determine (1) who is attending, (2) why they are attending, and (3) what interests or concerns each person may have about LRE. If possible, a survey of potential participants can help identify their needs. Questions about how participants plan to use the training can also reveal useful information.

Setting the goals

Once the needs of the audience have been determined to the extent possible, the next step is to develop a set of goals for the session. This is probably the most important phase of planning because it establishes the character and direction of the session. The design for any LRE session includes a clear, concise statement of goals.

The key question a trainer should ask is, "What do I want participants to know or be able to do by the conclusion of this session?" An awareness session should sustain the initial interest of participants and convince the audience of the benefits of adopting or supporting a high quality LRE program.

Participants, at a minimum, should leave the session with an understanding of the goals and rationale for LRE, the delinquency prevention aspects of LRE, how a LRE lesson works in the classroom, the role of community resources, and how participants can get LRE into their schools. These statements are an example of general goals for an awareness session:

- To familiarize participants with the rationale and goals of law-related education
- To demonstrate the relationship between law-related education and delinquency prevention
- To demonstrate a lesson, or portion of a lesson, which illustrates the use of law-related content and methodology in the classroom
- To demonstrate the role of community resource persons in LRE instruction and programs
- To demonstrate the relationship between law-related education, critical thinking, and citizenship participation skills
- To explain how participants can get law-related education programs into their schools
- To provide assistance and information from national LRE projects

Drafting realistic goals is an effective way to begin to structure the agenda for the session. At the on-set of planning, consider the mind of a person attending the session. The trainer should think about successful workshops in the past. What made them successful? What caused people to seek further information on the topic? Why did participants implement the ideas introduced? A transparency master of LRE awareness goals may be found in Appendix B, TM 6, p. 29.

Designing an agenda

In designing an agenda there are several considerations to keep in mind. One critical factor is time—there is rarely enough of it! Most awareness sessions are from one to three hours duration and the use of that time should be planned carefully. At the end of the session the trainer should not have to say, "...we should have done this, but time has run out!"

Plan time to introduce the presenters and the participants. Allow time to explain the goals of the session and to give an overview of the agenda. Some time should be devoted to an explanation of the national LRE program and the state's participation in the project.

Most trainers introduce a session with an LRE warm-up activity. The first few minutes set the tone of the session and grab the attention of the audience. The warm-up can be an activity that makes the participants think about LRE, helps illustrate the program, and conveys the importance of law in our society. Some sample lessons include **"No Vehicles in the Park," "Mindwalk,"** and **"The Continuum"**; these lessons may be found in Appendix B, pp. 37-43.

Provide the rationale and goals of LRE and establish LRE's relationship to elementary and secondary school instruction. Explain why it is important to teachers, administrators, students, and the community. Discuss what the research shows is effective LRE and how it can change attitudes and prevent delinquency.

Demonstrate a lesson. Select a lesson that illustrates both LRE content and methodology and helps advance the goals of the session, e.g., demonstrating the use of community resource persons in the classroom, the case study method, small group instruction, or a simulation. Remember, too, that the teachers in the audience will appreciate a lesson they can use in class.

After demonstrating the lesson, plan time to discuss the content and skills the lesson develops. In an awareness session, the debriefing helps participants see how the lesson illustrates the key points about LRE. Have participants identify where the lesson fits in what they teach. Also, explain where the lesson was taken from and how participants can obtain copies or more information.

The awareness session should conclude with a discussion of the available LRE programs in the locale and how participants can gain access to these programs. Sample awareness agendas may be found in Appendix B, pp. 30-32.

Including community resources in awareness sessions

Police officers, lawyers, and other community people are a vital part of law-related education. All LRE training should include plans to use them. The trainer can invite them as guest speakers or as content experts during lesson demonstrations. Resource persons can also be invited to attend as part of the audience. Their presence in the session helps demonstrate community support for law-related education.

Also, community resource persons can help the trainer demonstrate effective techniques for using resource people in the classroom. The trainer can structure opportunities for participants to interact with the resource person through role-play activities, simulations, or mock trials. Resource persons can also share their professional knowledge during question and answer discussions. Using the resource person in this manner creates a prime opportunity to discuss the bonding aspect of delinquency prevention that is discussed in the "Defining Law-related Education" section of this manual. LRE coordinators have extensive contacts with the community and can help arrange for a resource person for the session.

Evaluating the session

The trainer will want to determine how well the activities achieved the objectives of the session. The evaluation can also help determine what follow-up activities might be needed.

The evaluation instrument should derive directly from the objectives of the session. Most evaluation instruments used in LRE sessions include both a close-ended format where the participant selects from choices provided and an open-ended format which requests written responses. A sample evaluation is included in Appendix B, p. 33. Trainers should modify this form to reflect their own objectives for the session.

It is advisable to collect evaluation data immediately following the session. In some instances, it may also be desirable to interview participants by telephone or in person after they have had time to reflect on the experience or to use LRE materials in their classroom.

As an NTDP trainer, please send a summary of the evaluation to your sponsoring project. The NTDP collects data to assess the impact of the national LRE effort. A participant sign-in sheet and the appropriate reporting form may be found in Appendix B, pp. 35-36.

Conducting the awareness session

This section discusses some considerations in conducting an awareness session. It offers suggestions on arranging the training environment, structuring the lesson demonstration, discussing the characteristics of LRE and issues of curricular fit, and teaching about controversial issues. Materials that will help with this section can be found in Appendix C.

Arranging the environment

While existing research on staff development shows that neither the site nor the time of the training are factors which influence the likelihood of adopting or implementing programs, common sense dictates that one needs to be careful in both of these areas. A training scheduled at a remote site or during spring vacation will not draw participants. In addition, there are some environmental considerations which trainers ignore at their own peril. For example, when the room is too hot or too cold, too dark or bright, or the furniture is uncomfortable for adults, the participants become preoccupied with their own discomfort and lose interest in the presentation.

The arrangement of the room is another important factor in successful training. The way the chairs and tables are situated can help promote the success of a trainer. If the lesson demonstration calls for a small-group learning strategy, then the room arrangement needs to be conducive to small-group work. Whether to permit smoking is an issue that has taken on increased importance. One way to handle the problem is to announce that smoking is permitted only during breaks and only outside the conference room. Make certain that the agenda includes breaks and that attention is called to them during the overview phase of the session. Participants can see that they will have an opportunity to visit the restrooms, make phone calls, smoke, etc.

Preplan your equipment needs. Arrange for blackboards, audio/video equipment, or other essential supplies. On the day of the session, trainers should check equipment to ensure that it is in proper operating condition and that they understand how to operate it. Trainers should advance videos, filmstrips, or audio tapes to the starting position. The key points of the session should be listed on flip charts or butcher paper. All this can save valuable time and make the presentation better organized.

Providing refreshments can send a powerful non-verbal message to participants. Soft drinks, coffee, and munchies help create a caring environment and provide a focal point where participants can gather for informal conversation.

Setting out a materials display

Educators engage in a never-ending search for new instructional materials. Participants will appreciate the opportunity to view the range of LRE materials available to them. There are several ways to create this opportunity.

- **Handouts.** If a workshop packet is provided, include the table of contents or sample lessons and brochures from different materials and from the national projects.
- **Display table.** Sample materials from state and national projects are available through the state LRE coordinator. An important caveat is to label the materials "Display Only. Do Not Take!"
- **Lesson plans.** During training sessions, materials may be distributed to participants in small groups working by grade level. Ask the participants to develop an instructional plan which incorporates the materials.

By all means, the trainer should review the materials for participants. Comment on their suitability for certain grade levels and certain courses. If the trainer has used the materials, teachers will appreciate hearing personal experiences.

Gauging the audience

Despite anticipating problems and planning how to overcome them, sometimes circumstances change. It might become necessary to re-adjust plans to meet the needs of the group. Being flexible is an important quality in educators.

One easy strategy to reassess an audience is to ask the following questions:

- how many of you are high school social studies teachers?
- how many of you are elementary teachers?
- how many of you are school administrators?
- how many of you are community resource people?
- how many of you have used LRE strategies in the classroom either as a teacher or as a resource person?

If time permits, participants can be asked to give their name, job position, and experience with LRE.

Demonstrating a law-related lesson

The following discussion outlines some basic steps that help structure a lesson demonstration. They are based on the principle that trainers should model the behaviors teachers are expected to replicate in the classroom.

To be most effective, a trainer must view participants as both students and teachers. A trainer needs to involve participants in a lesson so they will experience the lesson as learners. They will know what it feels like to be a student. It is equally important to discuss the lesson from a teacher's perspective. To address the participants as both student and teacher the lesson needs to be set up carefully, including an interactive component and a debrief. A majority of LRE lessons spend at least half the alloted time in demonstrations and debriefing.

The set-up. The set-up should include an explanation of the objectives, procedures, and a focuser.

PURPOSE OF OBJECTIVES: Objectives should answer the question, "What are the goals of this session?" If possible, the objectives should be result-oriented and focused on the participants. For example: "Participants will be able to describe how Small Claims Court operates in Minnesota."

STRUCTURE OF OBJECTIVES: Objectives could be structured as content, method and evaluation objectives. Content-based objectives focus on the new content to be learned and are similar to what a teacher might use as objectives for students when doing the lesson in class. For example: "Participants will identify the factors considered by District Attorneys when deciding whether or not to prosecute." Method objectives refer to the way in which the lesson is taught. The participants' ability to use a method will be enhanced in the session. For example: "Participants will understand how a lawyer can be used effectively in this lesson." Or: "Participants will demonstrate how to use the case study approach when teaching the Fourth Amendment." Finally, consider including an evaluation objective, such as: "Participants will evaluate how this lesson would work with their students."

PROCEDURES: Briefly describe the procedures you will use to help the participants accomplish the objectives. An easy way to differentiate between objectives and procedures is with two organizing questions: Where are we going? (objectives), How will we get there? (procedures). Typically, explaining the procedures is very brief. For example: "First Judge Duncan of the Small Claims Court will explain some background information on how the court operates. Then you will be divided into four groups. Each group will roleplay plaintiffs, defendants, and Small Claims Court judges. After the judges render their decisions each group will debrief the lesson and analyze how it would work with students."

FOCUSER: The focuser is often a question or a statement, followed by a brief discussion to spark participants' interest in the content or methods in the demonstration lesson. Try to relate to participants' previous experiences when doing this. For example, a question as simple as, "How many of you have ever been to Small Claims Court as a plaintiff or defendant?" would suffice. Another way to do this is to use a set that a teacher could use with students. In this manner, you would want to relate to students' previous experiences: "How many of you have ever watched People's Court?"

Interactive Component. This is the actual lesson demonstration part of the session. In general, it is a good idea to have participants actually do the interactive component of a lesson. For example, if the lesson includes a reading, a simulation, and a writing assignment, the demonstration should involve the participants by having them do at least a portion of the simulation.

Since it is rare to have a session lengthy enough to show a complete lesson, you must set a particular lesson in context. For example, if students are to read a several page explanation of the Civil Rights Movement before a group activity, give the participants a brief explanation of what is in the reading.

It is important to model strong teaching. Be particularly careful about giving clear and concise instructions for small group work. Monitor the small groups, keep participants on task, and carefully structure each part of the lesson so you will have enough time to accomplish your objectives. In short, practice what you preach.

The Double Debrief. This is the evaluative portion of the lesson demonstration. First, debrief as a teacher would for students. What did they learn? Many lessons already include such questions. Although it is rare to have time to go through them all, one or two can be an effective way of debriefing. As an alternative or follow-up it is helpful to have the teachers identify what questions they would ask their students.

The double debrief includes having teachers evaluate the lesson from a teacher's perspective. This is a key element of lesson demonstration—it is vitally important to save enough time at the end of the session for this. These questions work well with the double debrief:

- What are the strengths of this lesson? What made it work?
- What obstacles are there to the successful use of this lesson? How could these obstacles be overcome?
- What foundation of knowledge and skill would students need to do a good job with this lesson?
- Where would this lesson fit into your curriculum?
- How could outside resource people be used with this lesson?
- What follow-up homework would you assign after this lesson?

Connecting the characteristics of effective law-related programs

The six characteristics of effective LRE programs are discussed in the "Defining Law-related Education" section of this manual. The trainer may want to have participants examine the characteristics of effective LRE programs as part of the debriefing of the lesson demonstration. This is a useful method for getting participants to make the connection between theory and practice. The first four characteristics are related directly and specifically to classroom implementation, while the last two are related to the organization of the school. Therefore, the trainer needs to focus the debriefing on characteristics one through four. Some possible ways for doing this include:

- Evaluate a lesson. Use the lesson demonstration as an example. Ask participants to determine the degree to which the demonstration incorporates the first four characteristics of effective LRE instruction. If they find little correlation between the two, ask them to suggest changes in the lesson.
- Analyze the curriculum. Use the social studies curriculum of the school district, a particular course, or a textbook. Ask participants to analyze the curriculum in light of the first four characteristics of effective LRE programs.
- Evaluate LRE curriculum materials. Use existing LRE curriculum materials from one of the national projects. Ask participants to examine the lessons in light of the first four characteristics.

Teaching about controversial issues

Law-related education promotes teaching about controversial issues. Such issues are inherently interesting and they enhance the involvement of the entire group. Participants love to express their opinions. Using current controversial issues makes the session relevant to all participants.

Sometimes teachers may shy away from teaching about controversial issues perhaps because of the impression that controversy is risky in a classroom setting or perhaps because students initially may lack tolerance for ambiguity. Controversy is inherent in a democratic society; therefore, it is important to recognize that law-related education by its very nature teaches about controversy. Teaching about controversial issues teaches students how to manage conflict in a positive and constructive way. It also reinforces citizenship participation and decision-making skills.

The teaching experience, however, need not be risky, either in the classroom or in a training session. The success of teaching about controversial issues hinges on the selection of the issue and the method for teaching about it. The following are general guidelines for teaching about controversial issues: (1) When introducing a controversial issue, make sure

that participants understand the goals, the procedures, and any guidelines for conducting an orderly discussion; (2) Make sure all sides of the controversy are fully discussed; and (3) Allow plenty of time on the agenda for debriefing a controversial issue.

Specific rules for handling controversial issues can be found in Appendix C, p. 45. These rules may be duplicated to share with participants who attend the session. Appendix B, p. 42 contains a lesson that illustrates how to introduce a controversial issue through the use of a continuum.

Addressing concerns about implementing law-related education

During awareness sessions, the trainer may be asked questions which reflect the participants' concerns about implementing LRE programs. It is difficult to anticipate all the concerns which might arise, but in Appendix C, p. 46, the trainer will find some statements which address some of the most common concerns which arise during awareness sessions. Reflecting upon these statements can help the trainer give well-reasoned responses to common concerns raised by administrators, teachers, and community resource people.

A handout from the ERIC Clearing House for social studies education entitled, "Law-Related Education in Elementary and Secondary Schools," may be found in Appendix C, pp. 47-48. This article explains how Law-Related Education has grown in recent years and the role it can play in the teaching of social studies.

APPENDIX A

HOW IS OJJDP'S LRE PROJECT ORGANIZED?

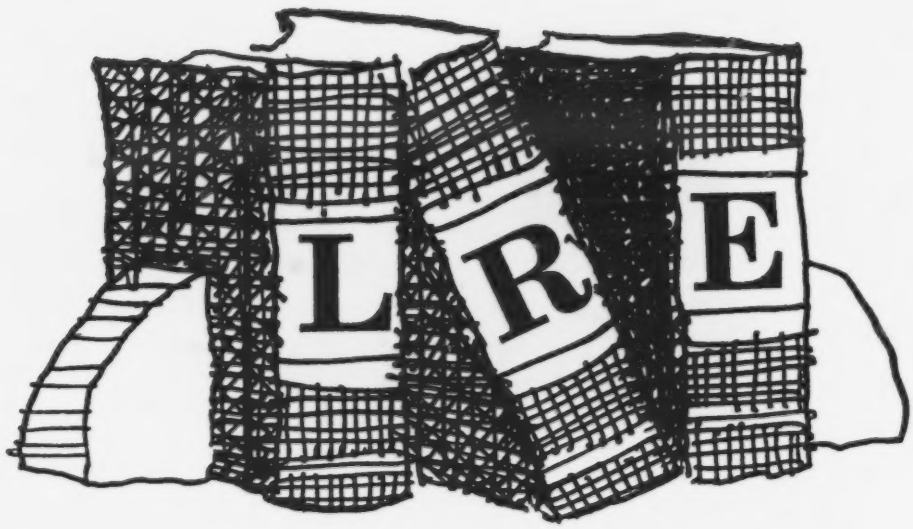
Five national organizations

- American Bar Association/Youth Education for Citizenship (ABA)
- Center for Civic Education/Law in a Free Society (CCE/LFS)
- Constitutional Rights Foundation (CRF)
- National Institute for Citizen Education in the Law (NICEL)
- Phi Alpha Delta Public Service Center (PAD)

Network of statewide LRE coordinators

Events in the states

- public-private partnership conferences
- leadership training seminars
- staff development sessions



WHAT IS LAW-RELATED EDUCATION?

A K-12 educational program that teaches non-lawyers about law, the legal system, and the fundamental principles and values on which our constitutional democracy is based

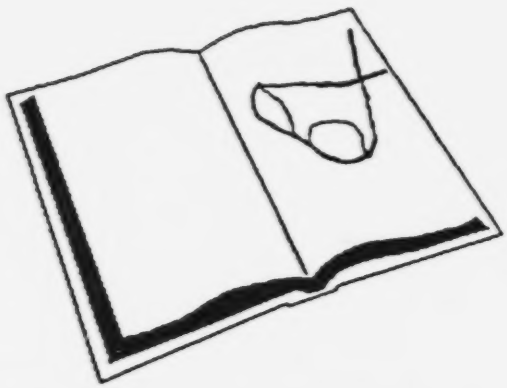
TM 3

WHY IS LRE IMPORTANT?

- development of knowledge
- development of critical thinking and participation skills
- development of positive attitudes
- prevention of delinquency

SIX CHARACTERISTICS OF EFFECTIVE LRE PROGRAMS

- adequate preparation and use of outside resource persons
- provision of a sufficient quantity of instruction
- balanced selection and presentation of case materials
- proper use of interactive teaching strategies
- involvement of building administrators
- development of professional peer support for teachers



HOW DOES LRE GET INTO SCHOOLS?

- separate courses
- as part of required courses (history, civics, and government)
- special events (Law Day, court visits, mock trial tournaments, etc.)

APPENDIX B

PLANNING CHECKLIST: AWARENESS

1. Who are the participants? Why are they coming? What are their needs?

2. What do I want them to be able to take away, do, or know as a result of this session?

3. What are the goals of the session and how will I evaluate whether the goals have been achieved?

4. Match the activity of the session with the goals.

5. What materials do I need?

6. What equipment do I need?

7. What creature comforts will I provide?

8. What will I include in the materials display?

9. What materials, pamphlets, brochures will I make available?

GOALS OF THIS LRE AWARENESS SESSION

As a result of this session, participants will understand:

- the rationale and goals of law-related education
- the content of law-related instruction
- law-related teaching strategies
- the relationship of law-related education to delinquency prevention
- how to implement law-related programs in the schools

SAMPLE LRE AWARENESS AGENDA

Time: 50 minute

Time	Activity
5 min	Introduction
30 min	**No Vehicles in the Park** or **Continuum** or **Mindwalk**
10 min	What is LRE? Where to get help.
5 min	Wrap-up and evaluation.

SAMPLE LRE AWARENESS AGENDA

Time: 75 minutes

Time	Activity
5 min	Introduction
50 min	Lesson from project
15 min	What is LRE? Where to get help.
5 min	Wrap-up and evaluation.

SAMPLE LRE AWARENESS AGENDA

Time: Three hours

Time	Activity
15 min	Registration, coffee and materials display
15 min	Welcome, introductions, goals and agenda overview
30 min	Law-related education introductory activity **No Vehicles in the Park**
30 min	What is LRE? Why is LRE important? What are the characteristics of effective LRE programs?
15 min	Break and materials display
50 min	A lesson demonstration illustrating the use of community resource persons in the classroom (select a lesson from one of the projects in the NTDP. This time slot includes debriefing time.)
20 min	How to get LRE into the schools. An overview of the National Training and Dissemination Project and the state or local LRE project.
5 min	Wrap-up and evaluation

EVALUATION: AWARENESS

Directions: Please indicate the extent of your agreement with the statements below using the following scale:

SA	A	D	SD	NA
Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**Not Applicable**

1. The session provided a clear overview of the goals and rationale of law-related education.

   SA A D SD NA

2. The session clearly addressed the relation between LRE and delinquency prevention.

   SA A D SD NA

3. The session demonstrated effective techniques for using resource persons in the classroom.

   SA A D SD NA

4. The content of the session gave me new insights into the law and the legal process.

   SA A D SD NA

5. The session demonstrated teaching strategies which fostered active participation and cooperative learning techniques.

   SA A D SD NA

6. The LRE materials used were excellent.

   SA A D SD NA

7. The quantity of instruction was appropriate.

   SA A D SD NA

8. The quality of instruction was excellent.

   SA A D SD NA

9. The session explained how to gain peer support for my LRE activities.

SA A D SD NA

10. The session explained how to gain my administrator's support for my LRE activities.

SA A D SD NA

11. What did you find most useful about the session?

12. What was least useful feature of the session?

13. I need additional information about the following:

14. Comments or suggestions:

PLEASE PRINT FORM 3 PLEASE PRINT

CONFERENCE/WORKSHOP SIGN-IN SHEET

LRE NATIONAL TRAINING AND DISSEMINATION PROJECT

Location_____

Date_____

Name	Position or Occupation	(If you are an educator, please fill out this section) School District	School	Grade Level	Number of Students You Teach

6/17/88

Extended Training Staff - Reporting Form
Conference and Training Record
National Training and Dissemination Program

Instructions:

1. This form should be completed by extended staff trainers for **each** training session they conduct. (Please fill out one form for each individual session.)
2. Please attach sign-in sheet(s) of those persons who participated in your session.
3. Please attach an outline of your presentation **or** the handouts/materials you used in your session.

Data:

1. State: _____
2. Trainer's name: _____
3. Address and phone (Please include both home and office):

   Home: Office:

   Phone ( ) Phone ( )
4. Type of training (describe your training session in one sentence—what and for whom):

5. Location of training event:

6. Length of training (round to nearest quater hour): _____
7. Number of participants: _____
8. Organization you were representing (circle as appropriate):

   ABA CCE CRF NICEL PAD

NO VEHICLES IN THE PARK

Introduction

This activity explores the purpose and intent of law and helps students realize that good laws are difficult to write.

Objectives

- To compare and contrast the "letter of the law" and the intent of the law by using critical thinking skills in judging the hypothetical
- To become aware of the difficulties in devising clear, fair laws
- To understand the role of an attorney, i.e. to present the best arguments for whatever side he\she represents

Materials

Sufficient copies of the handout, **No Vehicles in the Park**

One or two resource persons (prosecutor, defense counsel, judge)

Procedure

1. Distribute the handout to each member of the class. Once students have read the basic law and noted which exceptions they would grant, count them off in to small groups of 3-5 students each.

2. Ask each group to discuss their responses and try to reach a consensus. Tell each group that it will be expected to give reasons for each answer. Groups should choose one or more spokespersons. A lawyer could be invited to help the groups develop arguments on both sides of each case.

   The groups will need at least ten to fifteen minutes to arrive at their interpretations of the cases. During this time, a grid should be drawn on the board. The grid should list the case numbers along one side and the group numbers along the other.

3. Once groups have arrived at their decisions, the instructor can ask each group to present their decisions and explain the rationale. A student can record the group decisions for each case on the grid. Your resource person could be asked to react to the students' interpretations, and to explain what current legal thinking might be on each case.

At this time, you may wish to use additional examples, e.g. electric wheelchairs, skateboards, motorbikes. By this time, students probably have developed a definition of a vehicle.

4. In the debriefing, ask students
   - How can the law be redrafted to avoid the inconsistencies which now plague it?
   - Should laws be written in detail so that citizens can predict accurately what they mean?
   - Should laws be flexible so that they can be adapted to meet changing situations and needs? Can they be both?
   - How should emergency situations be provided for in the law? Who should determine what constitutes an emergency?
   - What is an appropriate penalty for violation of this law? Should that penalty be included in the law?
   - Who should enforce the law? Is there any remedy available to citizens if the enforcers of the law break the law?

Point out how the decisions of the groups reflect reasons based on: (1) the letter of the law, (2) what they thought was the intent of the lawmakers, and (3) their own sense of values.

NO VEHICLES IN THE PARK

Background: The city of Beautifica established a large, lovely park downtown. The city council wanted to preserve elements of nature in the heart of the city - undisturbed by its noise, traffic, and pollution. The park is a place where citizens can go and find grass, trees, flowers, and solitude. In addition, there are playgrounds and picnic areas. At all entrances to the park the following sign has been posted:

NO VEHICLES IN THE PARK

The law seems clear, but disputes arose over the interpretation of the law.

Directions: Each group has been assigned one or two cases. Study the cases carefully. Keep in mind the letter of the law as well as the intent of the law. Write down arguments for all sides in each case, then interpret the law and make a decision in your case(s).

CASES

Case 1: John Smith lives on one side of town and works on the other side. He will save 10 minutes if he can drive through the park.

Case 2: There are many trash barrels in the park, so people can deposit their litter and keep the park clean. The sanitation department wants permission to go into the park and collect the trash.

Case 3: There have been several bank robberies. If police cars cut through the park, they could more easily get in front of the suspects' car and trap them.

Case 4: A dangerous intersection is located just east of the park, and the hospital is on the west side of the city. The shortest route between the two is through the park. The ambulance service has had numerous fatal car accident calls. The victims might have been saved, if the ambulance could have cut through the park.

Case 5: Some of the children who visit the park want to ride their bicycles there.

Case 6: Mrs. Thomas wants to stroll through the park with her baby in her baby carriage.

Case 7: A monument to the town's citizens who died in the Vietnam War is being constructed. The federal government has donated a tank and the veterans committee would like to place it beside the monument.

MINDWALK

Introduction

This lesson demonstrates the many ways which law touches our lives. This lesson will show students the many regulations that affect their lives and the importance of knowing about them.

Objectives

- To recognize the influence of laws on daily life
- To recognize that laws are made not only to control social behavior but also to regulate and protect citizens.

Materials

None

Procedures

1. Tell students that you are going to narrate a "story" and that they should stop your narration when they think you have mentioned something that pertains to the law.

2. Begin to narrate your daily activities. For example: "This morning I woke up at 6:00 am. I took a bath, got dressed, ate a breakfast of cereal and coffee, and then I got in my car and drove to school. I picked up my paycheck in the office, etc."

3. The students should have stopped you at a number of places to mention points such as the following:

   a. Your name is a legal device that cannot be changed without court approval.

   b. Time is regulated by law. The official clock in Washington, D.C., is set in accordance with Greenwich Mean Time.

   c. Water for bathing is inspected by city officials and must meet standards regulated by law.

   d. Clothing and furniture must have the contents listed on a label.

   e. Cereal boxes are required by law to list the ingredients on the box. Milk must be pasteurized and meet standards regulated by the law.

   f. Cars must have safety and pollution control devices that are regulated by law.

g. Drivers must be licensed and must obey traffic laws.

h. Streets are built and maintained under standards regulated by law.

i. Income tax and social security taxes are withheld from pay checks by law.

4. As an extension of this exercise, you might ask participants to generate a list of all the legal documents they will be required to have during their lifetimes. Among them could be included:

a. birth certificate

b. school registration/identification card

c. driver's license

d. graduation diploma/transcript

e. marriage license

f. social security card

g. draft registration

h. income tax return

i. passport

j. work permit

k. rental/lease agreement

l. mortgage or other loan papers

CONTINUUM

Introduction

Participants are presented with a continuum of possible attitudes or approaches on a controversial issue, and are asked to determine which element of the continuum most approximates their own attitude. Issues that are clearly controversial and characterized by polar positions are suitable for using this method.

The issues should have legitimate opposing viewpoints, such as whether or not equal rights can best be achieved by an amendment or is busing a good way to desegregate schools. Issues that are above debate such as the morality of a holocaust or sexual abuse of children are obviously not legitimate.

Objectives

- To consider polar positions of a controversial issue
- To examine alternative positions and their consequences on society as a whole and on individuals

Materials

Chalkboard or poster paper

Procedures

1. The activity is initiated by the instructor who describes the issue in enough detail, so that the polar positions are clearly understood. These should be written on the board.

2. Students should be asked to write their position and to list the two most compelling reasons why they believe as they do.

3. While the students are writing their statements, the instructor can draw a continuum line across the chalkboard. When the students are finished writing, the instructor can print along the continuum brief versions of some possible polar positions on the issue. Ask a limited number of students to stand at the position on the continuum where they believe their position on the issue falls. Alternatively, have students exchange papers and represent the position of the other student.

4. These students should be asked to explain or clarify, but not to defend or give reasons for their positions. They should be encouraged to move their position along the continuum as they listen to others clarify their positions.

Once this process ends, the remaining students may be asked whether the participants were lined up correctly according to their understanding of the statements. This may require further clarification of positions.

5. Students now can be asked to state their reasons for positioning themselves as they have. The instructor may wish to post these. Students can respond to questions concerning their reasons, but argumentation should not be allowed.

6. In order to assure that students listen to and consider opposing points of view, all students should be asked to present the arguments that, although contrary to their positions, give them pause, makes them think twice, gets under their skin, or is the most persuasive.

7. Finally, student should be required to consider the consequences of alternative policy choices. This involves identifying the existing law or policy on the issue being considered, if it exists. The class can then discuss what impact the polar positions presented on the continuum would have on society as a whole and on individuals.

APPENDIX C

RULES FOR HANDLING CONTROVERSIAL ISSUES

1. Recognize the general legitimacy of controversy.

2. Recognize specific instances of past or current controversies in society and the rules that are being used to manage them.

3. Make sure the nature of the disagreement is clear in order to avoid simultaneous monologues.
   - identify areas of agreement and disagreement
   - identify core issues
   - avoid the use of slogans
   - talk about concrete issues before raising it to a higher level of abstraction

4. Argue ideas, not people.
   - represent the opposing position accurately and fairly
   - admit doubts, difficulties, and weaknesses in your own position
   - concentrate on evidence, description of practice, etc.
   - attempt to understand by re-stating the perspective of others

5. Establish rules of adequate evidence.

6. Establish ordered ways of proceeding – mediation, discussion, debate, etc.

7. Establish means for people to respect each other's opinions.

8. Establish means of closure.
   - examine consequences
   - consider alternatives
   - determine the values or interests of a decision

Standards for judging the rationality/validity of positions
(Some opinions are better than others.)

Better	Than
Supported by reliable evidence	Unsupported by evidence
Evidence is consistent	Evidence is inconsistent
Takes analogies into account	Insensitive to analogies
Offers useful definitions of terms	Ambiguous language

Developed by the National Institute for Citizen Education in the Law and the Center for Action Research

RATIONALE FOR SUPPORTING LRE

This is a list of statements which can help you answer questions about common concerns participants in your awareness session may have about LRE.

School administrators

- LRE is a cost-effective program. Creative teaching makes good use of existing materials; new materials can be reused.
- In most cases, LRE integrates into the curriculum without adding another course.
- LRE helps fulfill state requirements to teach about our political and legal systems. Numerous states now have explicit provisions which include LRE in the curriculum.
- LRE can help reduce discipline problems in the schools. The research sponsored by the OJJDP shows that, when properly implemented, LRE programs reduce delinquent behavior.
- LRE fosters good community relations because resource people are a key to the success of LRE programs.
- Available training resources quickly prepare teachers to do law-related instruction.

Resource persons

- Law-related education provides a unique opportunity for community leaders to help improve the educational system.
- Through their contact with resource people, students develop a more favorable attitude toward adults.
- Students gain a greater sense of personal and social responsibility for their community as a result of participating in experience-based programs.
- Students grow to value the democratic process by participating in political and legal programs.

Lawyers

- LRE provides a form of public service. Lawyers can serve on the boards of LRE projects. They can share their professional knowledge with teachers and students. They can become advocates for LRE to others in the legal community.
- Law-related education promotes an improved public image for the law and lawyers.
- As LRE students become adults, they will be more effective consumers of legal services.

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Law-Related Education in Elementary and Secondary Schools

by Carolyn Pereira

Law-related education (LRE) in elementary and secondary schools has grown remarkably since the 1970s. A nationwide curriculum survey (Hahn 1985) reveals that, since 1975, LRE has been added to the curriculum in more than half of the forty-six states involved in the study. Respondents in Hahn's study (state-level curriculum specialists and supervisors) mentioned LRE more frequently than any other curriculum theme as new to the social studies program since 1975. They also ranked LRE fourth as a priority in social studies education; it ranked eleventh in 1975.

It appears that teaching and learning about law in elementary and secondary schools is an important trend in social studies education. This ERIC Digest treats (1) the meaning of law-related education, (2) reasons for including LRE in the curriculum, (3) ways to include LRE in the curriculum, and (4) characteristics of effective LRE programs in elementary and secondary schools.

What Is Law-Related Education? Education for citizenship in a constitutional democracy, not specialized legal education, is the main point of LRE in elementary and secondary schools. Given the fundamental place of law in our American society, every citizen needs to know how the legal and political systems function, how the law affects them, and how they can affect it.

In 1978, major leaders in LRE described their field for a federal government report. They defined LRE as "those organized learning experiences that provide students and educators with opportunities to develop the knowledge and understanding, skills, attitudes and appreciations necessary to respond effectively to the law and legal issues in our complex and changing society" (Study Group on Law-Related Education 1978). In line with this definition, central ideas of LRE programs pertain to why certain legal procedures have been established and how they work in resolving disputes.

Why Should LRE Be Included in the Social Studies Curriculum? Four reasons for including LRE in the curriculum are (1) development of knowledge, skills, and attitudes needed for citizenship, (2) prevention of delinquency, (3) growth of student interest in the social studies, and (4) provision of breadth and depth to education in the social studies.

1. *Development of Citizenship.* Law-related education provides young people with knowledge, skills, and attitudes necessary for informed, responsible participation in our American constitutional democracy. LRE clearly and indisputably increases students' knowledge of the justice system, government, and the rights and responsibilities of citizenship in a constitutional democracy. There also is evidence that LRE contributes to development of skills in civic participation, decision making, and critical thinking. Finally, positive attitudes about the law, the justice system, and responsible citizenship may be enhanced through LRE programs. (Hunter 1987).

2. *Prevention of Delinquency.* A study conducted by the Social Science Education Consortium and the Center for Action Research indicates that LRE programs, when properly conducted, can reduce tendencies toward delinquent behavior and improve a range of attitudes related to responsible citizenship (Little and Haley 1982). For example, successful students of LRE programs are less likely to associate with delinquent peers, use violence as a means of resolving conflict, and refrain from reporting criminal behavior to authorities.

3. *Growth of Student Interest in the Social Studies.* Content of LRE programs is directly related to the lives of students. The variety of interactive methods of instruction (e.g., small group work, mock trials, simulations, case studies) seem to involve students positively in the learning process. Thus, law-related educators tend to report that students seem to "value LRE classes as relevant, useful, and interesting; that the classroom interaction is rewarding—offering students who had difficulties mastering the subject matter of other courses opportunities to participate successfully" (Hunter 1987, 55). Heightened interest and positive attitudes of students in LRE programs may transfer to other courses in the social studies.

4. *Provision of Breadth and Depth to Education in the Social Studies.* Law-related concepts and facts are necessary to the understanding of history, government, and economics—subjects that are integral to education in the social studies in elementary and secondary schools. Sources of law, functions of law, legal processes, legal roles, and legal principles (e.g., justice, equality, authority, freedom, order, etc.) are essential elements of the social studies curriculum. Thus, LRE is a necessary component of a sound social studies curriculum.

How Does LRE Fit Into the Curriculum? There are three obvious approaches to inclusion of LRE in the curriculum (Naylor 1984):

- Use of special events about the law.
- The special unit or course on LRE.
- Infusion of LRE into various standard courses.

Special events, such as Law Day, annually provide opportunities to draw attention to LRE and to provide special programs. Teachers might invite lawyers to participate in classroom or school-

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wide activities. Other special events include mock trial competitions, field trips to courtrooms, and essay contests.

A separate unit or course on LRE is often included in the secondary school curriculum. Separate units typically appear in government and civics courses. Law and citizenship courses are also offered as electives in many schools. In some schools, there is a required LRE course. Separate units on law are often found at various levels in the social studies curriculum of elementary schools.

The infusion of LRE into standard courses in the social studies is common. Courses in American history, world history, and government are the most likely subjects for infusion of significant content about the law.

Over the short term, it appears that a semester course on LRE makes a positive difference in knowledge, skills, and attitudes. However, some law-related educators believe that the preferred approach is systematic infusion; they contend that a carefully-integrated strand of LRE throughout the elementary and secondary curriculum will yield the best results in terms of the quantity and quality of instruction.

What are the Characteristics of Effective LRE Programs? Effective LRE programs are distinguished by at least five characteristics, which are listed below.

1. *Extensive Interaction Among Students.* Teaching strategies that foster interactive and cooperative learning among students are keys to development of civic participation skills and positive attitudes about LRE and responsible citizenship (Slavin 1980). Examples of these teaching strategies are small group work, simulations, role-play activities, and mock trials.

2. *Realistic Content that Includes Balanced Treatment of Issues.* Realistic and fair treatment of issues is an essential component of effective law-related education. So is critical thinking about all sides to controversies. If our legal system is presented as flawless or infallible, students will doubt the credibility of the teacher and the practicality of the content. By contrast, if only cases in which the system has failed are presented, students will be less likely to view the law as a positive tool for maintaining social order and justice. A balance should be sought between respect for the law and constructive criticism about its application in specific cases. There should also be a balanced treatment of all sides to issues in legal cases.

3. *Use of Outside Resource Persons in the Classroom.* Interaction with a variety of adult role models who work within our legal system adds credibility and reality to the curriculum and is a powerful influence on development of positive student attitudes toward the law. Appropriate use of resource persons in the classroom (e.g., lawyers, judges, police officers, legislators, etc.) is strongly associated with increased student interest in LRE, positive responses to teachers and the school, and shifts from delinquent to nondelinquent peer associations. Of course, these adult role models should exhibit behaviors sought in students and be prepared in advance to make contributions to the course that are consistent with the objectives of LRE.

4. *Strong Support for LRE by the Principal and Other Important School Administrators.* A key to successful implementation of LRE in schools is strong support by administrators, especially the school principal. Supportive administrators can aid LRE by organizing opportunities for peer support, rewarding teachers for outstanding work, helping teachers explain and justify the LRE program to people in the community outside the school, and providing opportunities for staff development in knowledge and skills needed to carry out LRE programs. It is difficult or impossible to establish a worthwhile LRE program in the face of indifference or opposition by important school administrators.

5. *Systematic Staff Development in LRE.* The effectiveness of LRE programs depends upon the knowledge and skill of teachers. In addition, positive attitudes about LRE on the part of teachers and their colleagues are very important to successful implementation of LRE in a school. Development of necessary knowledge, skills, and attitudes among teachers can be achieved through systematic and extensive staff development activities. Successful staff development programs provide these benefits to teachers:

- An understanding of and commitment to the rationale, goals, and objectives of LRE.
- Experiences in working with high-quality lessons so that they understand how and why they work.
- Practice in evaluating and modifying materials to gain skill in selecting and adapting content and methods to fit local educational objectives.
- Practice in teaching strategies associated with successful LRE programs.
- Opportunities for constructive "feedback" about performances in teacher training sessions.

In conclusion, successful LRE programs involve students actively in the learning process in ways that reflect a high regard for each person. Reflection, deliberation, and discourse are valued and practiced systematically. And the development of knowledge and character are pursued in concert, as equally important elements of responsible citizenship in our constitutional democracy.

References and ERIC Resources

Following is a list of resources including references used to prepare this Digest. Those items followed by an ED number are in the ERIC system and are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, write EDRS, 1900 Wheeler Avenue, Alexandria, Virginia 22304 or call 1-800-227-3742. Entries followed by an EJ number are annotated monthly in CIJE (*Current Index to Journals in Education*) which is available in most libraries. EJ documents are not available through EDRS; however, they can be located in the journal section of most libraries using the bibliographic information provided below.

Gallagher, Arlene F. "How Law-Related Education Fits Into the Curriculum." THE INTERNATIONAL JOURNAL OF SOCIAL EDUCATION 2 (Autumn 1987): 37-44. EJ number will be assigned.

Hahn, Carole L. "The Status of the Social Studies in Public Schools of the United States: Another Look." SOCIAL EDUCATION 49 (March 1985): 220-223. EJ 315 999.

Hunter, Robert M. "Law-Related Educational Practice and Delinquency Theory." THE INTERNATIONAL JOURNAL OF SOCIAL EDUCATION 2 (Autumn 1987): 52-64. EJ number will be assigned.

Little, Judith Warren and Frances Haley. IMPLEMENTING EFFECTIVE LRE PROGRAMS. Boulder, CO: Social Science Education Consortium, 1982. ED 233 928.

Naylor, David T. INCORPORATING LAW-RELATED EDUCATION INTO THE CURRICULUM: APPROACHES, ISSUES, AND CONCERNS. Paper presented at the American Bar Association's Youth Education for Citizenship Annual Leadership Conference. San Francisco, CA, November, 1984.

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Study Group on Law-Related Education. FINAL REPORT OF THE U.S. OFFICE OF EDUCATION STUDY GROUP ON LAW-RELATED EDUCATION. Washington, DC: U.S. Government Printing Office, 1978. ED 175 737.

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Footnotes

[1] Study Group on Law-Related Education. "Final Report of the U.S. Office of Education Study Group on Law-Related Education." Washington, DC: U.S. Government Printing Office, 1978.

[2] Robert M. Hunter, "Law-Related Educational Practice and Delinquency Theory," *The International Journal of Social Education*, Autumn, 1987, pp. 52-64.

[3] Judith Warren Little and Frances Haley, *Implementing Effective LRE Programs*, Boulder, CO: Social Science Education Consortium, 1982.

[4] Robert E. Slavin, "Cooperative Learning," *Review of Educational Research*, 1980, pp. 315-342.

[5] David T. Naylor, "Incorporating Law-Related Education into the curriculum: Approaches, Issues, and Concerns," Paper presented at the American Bar Association's Youth Education for Citizenship Annual Leadership Conference, San Francisco, November, 1984.

[6] Carole L. Hahn, "The Status of the Social Studies in Public Schools of the United States; Another Look," *Social Education*, Autumn, 1987, pp. 52-64.

Acknowledgments

1. Appendix C, p. 47. "Law-Related Education in Elementary and Secondary Schools," by Carolyn Pereira, ERIC Clearinghouse for Social Studies/Social Science Education, June 1988. Reprinted by kind permission of the author.

2. Appendix B, p. 37. "No Vehicles in the Park," described by Lee Taylor at the *Participation in Law in an American Society Institute*, 197?, Chicago, Illinois. This lesson has been popularized by various LRE educators through the years.